Isis District State High School
Queensland State School Reporting
2015 School Annual Report

Preparing pathways,
Honouring traditions

Postal address	3 Ridgway Street Childers 4660
Phone	(07) 4192 1222
Fax	(07) 4192 1200
Email	principal@isisdistshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	**Allan Cook, School Principal**

Principal's foreword

Introduction

District State High School emphasises focussed learning in a supportive environment where partnerships between staff, students, parents/carers and community members share responsibility for student learning and ongoing review.

Isis High reflects the community it serves and, as such, it is important that essential information on our operations and achievements are reported, so as to contribute to a greater community understanding and confidence. It also allows the community to receive information that may assist in making informed choices about schools.

Schools are required to provide a broad range of information to parents and the community by way of this School Annual Report on the previous year's achievements. This report that follows will include information that describes key aspects of:

- School context
- Staff profile
- Student Performance

This report will show the opportunities for students at Isis High are many and varied and we strongly believe that this is a school for all students, whether academically driven or vocationally oriented; all students can succeed if we provide the right conditions for learning and foundations for success. However, those opportunities also do much to develop young people as worthwhile and contributing citizens with skills and capabilities that will see them well-prepared for their future.

School progress towards its goals in 2015

In 2015, we concluded the four-year *National Partnership School* Strategic Plan emphasising six strategic priorities:

- Literacy and numeracy improvement
- Improving participation
- Maximising student Pathways
- Enhancing staff development and capacity
- Building community confidence
- Improving school learning environments

As a result, during 2015 our school community reviewed our progress on this plan as we prepared for the development of a new four-year Strategic Plan. The first aspect of this exercise was the completion of a scheduled departmental Full School Review (FSR), which took place in April 2015. This process involves a team of departmental officers that spend several days examining all aspects of the school operations. The review provides independent and quality feedback to help our school continue to improve outcomes for students. The Report was particularly positive towards a number of aspects of school programs over the Plan's four years of implementation and comments from that report will appear in this section that describes school progress.

Literacy and numeracy remain an ongoing focus for our school with an emphasis on regular diagnostic testing to provide feedback and intervention for student growth. 'Literacy and numeracy teacher-aides' who were final year education students from Central Queensland University provide an additional layer of support to teacher instruction in the classroom.

[FSR Finding] *The school leadership team has clearly identified reliable and timely use of student achievement data by all teachers as an essential component of the school improvement agenda.*

Student participation and engagement is strong and supported by regular celebration of student effort and success at school. There was an ongoing emphasis on the importance of regular attendance and promotion of high expectations and student achievement. The *School-wide Positive Behaviour Support System (SWPBS)* has a focus on teaching expected student behaviour and acknowledging positive actions of students resulting in a supportive and pro-active school climate that strengthens student well-being.

[FSR Finding] *A positive, productive and supportive climate is a key strength of Isis District State High School. The school is calm and positive and classes are orderly and purposeful. Staff and students are proud of their school and the school is perceived very positively in the community.*

Senior schooling achievement data remained strong in comparison with other schools, with 95% of Year 12 students awarded a Queensland Certificate of Education and 80% of students awarded a vocational qualification. Strong pathways exist for students at the conclusion of school with 100% of students who wish to attend university being offered a placement or continuing strong training and employment pathways within the community.

[FSR Finding] *There was strong evidence of systematic tracking and monitoring of student progress in the Senior School towards all students attaining a Queensland Certificate of Education (QCE). Similar tracking systems for student progress were evident for Queensland Core Skills Test preparation.*

Building staff capacity remained a priority so as to enact continuing school improvement, particularly through the school-wide, consistent teaching practice (pedagogical framework) known as *The Art and Science of Teaching (ASOT)*. All teachers and teacher-aides received four days of professional development in this important program. Complementary to this training, teachers participated in Professional Learning Teams (PLTs) to enable the systematic sharing and reflection on professional practice.

[FSR Finding] *The principal and other school leaders see the development of staff into an expert teaching team as central to improving student outcomes. There is a documented Professional Learning Plan which reflects a clear focus on developing staff in line with identified priorities. Teachers are endeavouring to implement ASOT strategies and cross-faculty teams are involved in professional discussions about ASOT design principles. ASOT has been embraced by most staff. There is a strong and optimistic commitment by teachers to this whole school improvement strategy. Teachers speak positively of the extensive professional development that has been provided to unpack the ASOT framework.*

The school maintained a continuing strong engagement and **confidence within the community**. There was a focus on liaison with all cluster primary schools and relevant families of students involved with the introduction of Year 7 into high school to ensure information and consultation maximised a high level of engagement for a successful program.

[FSR Finding] *Isis District High School is a well-respected hub within the Childers community. The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access resources not available within the school for the purposes of improving student outcomes.*

There has been a continuing priority to ensuring staff and students are able to work in an environment that is conducive to building good relationships and learning. This has included an enduring commitment to the provision of appropriate learning technologies to students.

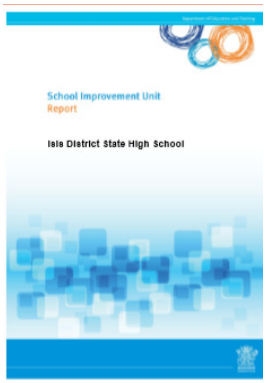
[FSR Finding] *The campus presents as an attractive environment that supports and encourages learning. A high degree of pride in the presentation of the school is articulated by students, staff and parents. Classrooms are well presented.*

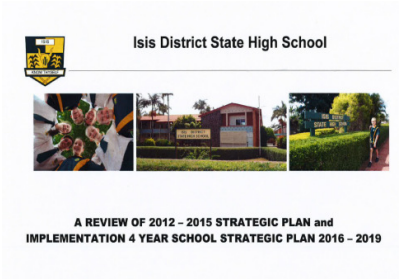
The Isis High school community can be justly proud of their achievements throughout 2015.

Future outlook

In 2015, the **Full School Review** made three key improvement strategies:

1. implementing elements of the ***High Reliability Schools*** framework (effective collaboration, quality teaching, viable curriculum) in order to enhance and quality assure consistency and alignment across all school operations
2. enacting a structured and school-wide process for observation and feedback that builds on classroom profiling by extending to a practice of **collaborative coaching** between teachers
3. working on developing and embedding **differentiation strategies** across all year levels using diagnostic assessment processes to best meet the learning needs of individual students.




Isis District State High School
A REVIEW OF 2012 – 2015 STRATEGIC PLAN and
IMPLEMENTATION 4 YEAR SCHOOL STRATEGIC PLAN 2016 – 2019

These strategies together with the school's own internal review were considered in developing the ***2016-19 Strategic Plan***. This plan has a sharper and narrower focus concentrating on the following priorities:

- **Improving literacy and numeracy**
- **Driving student engagement and outcomes**
- **Building capacity**
- **Driving high standards**

This Plan is available on the School's website and in the school foyer. Specific key development strategies for 2016 include:

- A continuing focus on explicit student instruction in literacy and numeracy, integrating literacy strategies in teaching trough the *Tactical Teaching of Reading* program, monitoring progress of the reading age of students, ensuring teachers are well-skilled to deliver programs and that organisational arrangements work together to promote strong student outcomes
- Build on the strong achievement of senior student outcomes by continuing to improve support for students and introduce mechanisms that continuously monitor progress and allow for early intention, if and as soon as necessary.
- Develop opportunities for the newly appointed Master Teacher to work alongside teachers through faculty planning sessions and instructional classroom observation to improve teaching practices, particularly in the area of literacy and numeracy.

- Continuing emphasis on existing successful whole school programs, including the teaching framework, *The Art and Science of Teaching (ASOT)*, *School-wide Positive Behaviour Support System (SWPBS), Closing the Gap* strategies and the school's Alternate Program for junior students challenged by successfully participating in the regular classroom
- Align teacher individual development through the *Annual Teacher Performance Review* with the school's *Quality Teaching Through Coaching 2016-19 Plan* that will see increasing opportunities for instructional feedback on teaching and coaching to build further teacher capacity and maximise consistency between school improvement priorities and individual needs.
- Explore capacity of technologies to improve student learning and to prepare students for their futures, including the continuing development of the student '*Bring Your Own Device'* program, implemented in 2016.

The future outlook for the Isis High school community is a very exciting one as we continue to strive to achieve our strategic targets, continuously improve our academic standing and invest our energy in our most important assets – our students!

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	437	220	217	36	89%
2014	441	232	209	44	92%
2015	501	248	253	52	93%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

Students attending Isis District State High School come from the township of Childers (in which the school is situated) and the surrounding communities of Woodgate, Howard, Cordalba, Apple Tree Creek, Dallarnil and Booyal. Young people from Biggenden complete their senior schooling at Isis High following their completion of Year 10 at Biggenden State School. The great majority of students (80%) travel to and from school by bus.

Families have a diverse background including a significant proportion that rely on agriculture (sugar cane and small crops) or agriculture-related industries. The average socio-economic status of families with students attending Isis District State High School is lower than the Australian average. The school had an *Index of Community Socio-Economic Advantage* (ICSEA) of 955 during 2015, compared to the Australian average of 1000. During 2015, the school enrolment included 51 (10%) indigenous students. The school supported 34 (7%) students with a disability through its special education programs.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Year 7 Secondary – Year 10	20	21	20
Year 11 – Year 12	18	16	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	87	113	95
Long Suspensions - 6 to 20 days	24	5	2
Exclusions	1	6	0
Cancellations of Enrolment	3	5	4

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

In Year 7-10 students completed a curriculum in English, Mathematics, Science and Humanities subjects that are consistent with the National Curriculum (syllabuses produced by the *Australian Curriculum Assessment and Reporting Authority*). They may also undertake other 'elective subjects'. For subjects other than those linked to the National Curriculum, they are based on syllabuses of 'key learning areas' of the *Queensland Curriculum and Assessment* Authority.

Year 7, 8 and 9 students complete a 'junior phase of schooling' curriculum with a strong focus on literacy and numeracy skills.

Year 10 serves as a 'transition' year that concludes the junior phase and prepares students with the skills required for successful participation in the senior phase of learning.

Year 11 and 12 comprise the 'senior phase of learning'. This is based on a broad offering of academic subjects and a diverse array of vocationally-oriented and vocationally-accredited programs, offered within and external to the school. Senior students are also able to access vocational programs not able to be offered at the school through the partnership School-TAFE Links program. The school also supports students participating in the School-based Traineeships and Apprenticeships in order to establish a career pathway on completion of school. All senior students are supported in planning an individual learning pathway.

Some subjects are able to be offered via virtual schooling or distance education. The school maintains a strong emphasis on preparing students with appropriate skills relevant to viable pathways after school.

Extra curricula activities

Isis District State High School recognises the importance of providing a range of opportunities for development of the 'whole child' and provides an extensive range of extra-curricular activities. Our school has a strong sense of community and we actively encourage students to involve themselves in school life and take advantage of these many and varied opportunities.

Some of these include:

- Opportunities to compete at district, state and national levels in selected sports
- Instrumental Music Program, which includes a String Ensemble, Concert Band, concerts, cultural tours, competitions and performances throughout the year
- Inter-school public speaking competitions
- Participation in Creative Generations – State Schools on Stage
- Human Powered Vehicles (HPV) competitions
- Student leadership opportunities (including programs delivered by universities and YLead)
- School Camps and Focus Days
- Cattle Club and Cattle Show Teams
- Cultural celebrations such as Arts Gala
- School socials
- A wide array of excursions, both locally and further afield

How Information and Communication Technologies are used to improve learning

Isis District State High School believes that ICTs and eLearning can be a wonderful enabler to improving student learning outcomes. A range of eLearning tools and teaching practices are used at Isis High to provide students with engaging, collaborative learning experiences. The *Bring Your Own Device* (BYOD) program' in Years 10, 11 and 12, commenced in 2015 and allows students the option of using their own computer devices during subject learning. Laptop computers are available to students for 'lesson borrowing' and class sets of iPads are also available for teachers to utilise with students.

Students and staff at Isis District State High School also use desktop computers in a variety of dedicated spaces in the school including the Resource Centre computer space. There are several 'computer labs' and 'pods', as well as 'laptop trolleys' that are used to enhance student learning in lessons. Classrooms and specialty areas now have a level of technology that includes wireless access to the Department internet and data projection facilities.

Social Climate

Isis District State High School's *Responsible Behaviour Plan for Students* provides a basis of clearly defined processes, to monitor and modify negative behaviour and also identify and acknowledge positive student behaviour. Each year level is managed by a Year Level Coordinator and a Deputy Principal who meet regularly with other support staff to monitor student behaviour. Specialised staff meet at fortnightly Student Welfare meetings to ensure identified students receive appropriate action for improvement.

The school has a strong anti-bullying philosophy based on open disclosure of information, intervention and support for all parties. This is fostered through a Year 7, 8, Year 11 and Year 12 personal development program, as well as in specific subject areas in Year 9 and 10. This policy is regularly promoted to students.

The Head of Department (Student Support) further supports student welfare and well-being through various programs and coordination of a range of other specialist staff including a guidance officer, school-based nurse, student support officers and a school chaplain.

The school participates actively in the *School Wide Positive Behaviour Support* program to support positive student behaviour. Key features include:

- ✓ three school rules strongly promoted
- ✓ expected student behaviours are explicitly taught
- ✓ positive behaviour is regularly acknowledged (Merit Awards)
- ✓ behaviour data is regularly scrutinised for attention
- ✓ staff capability enhanced through continual skilling

The school also has a strongly encourages student leadership. An active Student Council is comprised of students that represent all year levels and led by elected student leaders. This group of students considers concerns held by the student body and choose special projects to work on over the course of the year. A senior leadership program emphasises personal leadership, fostered through school activities in which all students have the opportunity to participate, for example Y-Lead and Senior Leadership Camp. In Year 12, Senior Leaders are selected and are able to demonstrate their leadership role across the school in a chosen area where they see the need to make an impact. These roles are not limited and allow students to take initiative in an area that they feel passionate about and that will benefit the school and its students.

The leadership program in the junior secondary years of the school is known as the Junior Secondary Ambassadors in Year 8 and 9 to allow students to further develop leadership capabilities acquired in primary school. Ambassadors must nominate and be chosen for the position. They represent the school at a variety of functions both within and external to the school environment such as parent information evenings, school celebrations and ceremonies.

School Opinion Survey data (see below) from students and parents consistently rate the school climate (including aspects of safety, fairness and behaviour) as better than or comparable to that of other similar schools throughout Queensland.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	96%	94%
this is a good school (S2035)	96%	100%	95%
their child likes being at this school (S2001)	100%	96%	95%
their child feels safe at this school (S2002)	100%	100%	95%
their child's learning needs are being met at this school (S2003)	100%	93%	95%
their child is making good progress at this school (S2004)	100%	93%	97%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	93%	97%
teachers at this school motivate their child to learn (S2007)	96%	96%	90%
teachers at this school treat students fairly (S2008)	100%	89%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	95%
this school works with them to support their child's learning (S2010)	100%	100%	97%
this school takes parents' opinions seriously (S2011)	100%	85%	90%
student behaviour is well managed at this school (S2012)	92%	96%	93%
this school looks for ways to improve (S2013)	96%	100%	97%
this school is well maintained (S2014)	100%	92%	97%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	94%	88%
they like being at their school (S2036)	93%	93%	82%
they feel safe at their school (S2037)	96%	93%	88%
their teachers motivate them to learn (S2038)	96%	86%	86%
their teachers expect them to do their best (S2039)	98%	100%	95%
their teachers provide them with useful feedback about their school work (S2040)	94%	90%	81%
teachers treat students fairly at their school (S2041)	89%	73%	68%
they can talk to their teachers about their concerns (S2042)	87%	75%	72%
their school takes students' opinions seriously (S2043)	87%	81%	63%
student behaviour is well managed at their school (S2044)	83%	73%	79%
their school looks for ways to improve (S2045)	93%	95%	83%
their school is well maintained (S2046)	90%	92%	82%
their school gives them opportunities to do interesting things (S2047)	93%	92%	79%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	84%	94%
they feel that their school is a safe place in which to work (S2070)	98%	96%	96%
they receive useful feedback about their work at their school (S2071)	83%	71%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	71%	74%
students are encouraged to do their best at their school (S2072)	98%	93%	92%
students are treated fairly at their school (S2073)	95%	91%	92%
student behaviour is well managed at their school (S2074)	90%	80%	85%
staff are well supported at their school (S2075)	90%	66%	83%
their school takes staff opinions seriously (S2076)	95%	67%	81%
their school looks for ways to improve (S2077)	98%	89%	94%
their school is well maintained (S2078)	90%	96%	96%
their school gives them opportunities to do interesting things (S2079)	95%	88%	87%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

The school encourages regular 'three way' communication between teacher, student and parent. Parents are afforded the opportunity to request a teacher interview at any time.

In addition, there are two formal opportunities per year for parents and students to talk with teachers at Parent-Teacher Interview evenings. These occur early in Term 2 and Term 3.

Students receive three progress reports during the year. These include an Interim Report after Term 1 and a Semester Report at the conclusion of Semester 1 and Semester 2.

An effective Parents and Citizens' Association operates to support student learning through financial means and participation in strategic direction setting within the school.

Isis District State High School aims to ensure parents and carers remain informed of school operations, events and celebrations. The school:

- maintains a current school website that is aligned to the Department *Websites for Schools* platform
- issues a three-page newsworthy School Newsletter (*pictured*) every second Friday of the school year
- utilises bulk SMS text messaging for urgent communication

Isis District State High School

Principal's Message

PARENT INFORMATION SCHOOL TOURS
For parents of 2016 Year 7 Students -Tuesday, 21 July

RESPECT RESPONSIBILITY LEARNING

In addition, there are a number of specific parent support groups that operate at a very successful level. For example,

- the Chaplaincy program coordinates a group of committed volunteers to provide breakfast for students twice a week
- an indigenous support group provides ongoing assistance and advice.
- Parents and supporters often provide assistance to staff on a variety of excursions, including sport and music.

Reducing the school's environmental footprint

The school has continued to ensure a strong commitment to reducing our 'environmental footprint' wherever possible. Improved monitoring systems are being gradually introduced to the school in a bid to restrict wasteful usage of utilities. Solar panels, water tanks and energy efficient lighting continue to reduce our environmental footprint.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	245,618	1,932
2013-2014	272,294	4,665
2014-2015	256,963	4,924

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	27	<5
Full-time equivalents	41	18	<5

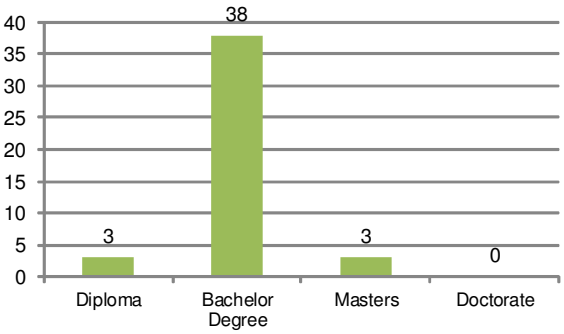
Qualification of all teachers

Our school is committed to continuous improvement in 'teaching quality' to educate young people in a constantly changing world.

Our staff demonstrate:

- a strong commitment to our School's Vision – *Preparing futures, Honouring traditions*
- a strong commitment to leadership and management, as well as the development of high performing teams
- a focus on consistent, whole school pedagogical practice namely the *Art and Science of Teaching*
- a commitment to providing extra-curricular activities and opportunities beyond their curriculum programs
- a willingness to model themselves as lifelong learners.

Highest level of attainment	Number of Teaching Staff *
Diploma	3
Bachelor Degree	38
Masters	3
Doctorate	0
Total	**44**



*Teaching staff includes School Leaders

Expenditure on and teacher participation in professional development

The pursuit of 'continuous improvement' by our staff as lifelong learners and a commitment to improving teaching quality must be supported by a strong commitment to the provision of and access to professional development.

The total amount of funds expended on teacher professional development in 2015 was $72,343.24.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

In 2015, the following areas were key development areas:

- *Art and Science of Teaching* (ASoT)
- Literacy development
- Numeracy across the curriculum
- Responding to data and informing planning and delivery
- Differentiating the curriculum
- ICT and eLearning
- Curriculum specific development

These major professional development areas were undertaken through activities such as:

- in-school professional activities
- teacher mentoring and coaching
- involvement in professional networks
- workshop, seminar and conference attendance
- on-line learning

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

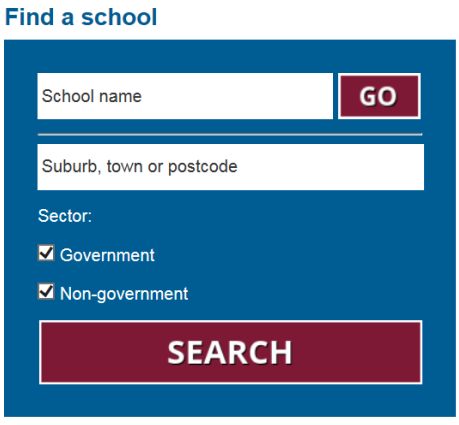
Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**



Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	86%	88%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

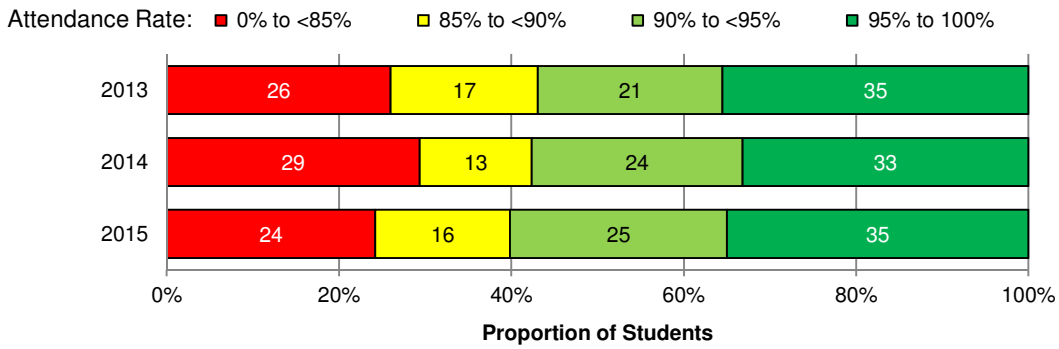
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		92%	85%	86%	87%	88%
2014		89%	90%	87%	88%	87%
2015	92%	92%	88%	90%	85%	87%

*From 2013, the-methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Isis District State High School, school attendance is marked at the commencement of the school day through a roll group or student assembly. Attendance is then monitored during the day by teacher checking of students in every class. The school uses the *ID Attend* electronic software attendance package, employs a teacher-aide to maintain the accuracy of student rolls and act as a 'point of contact' for matters relating to student attendance for students, parents/care's and school staff.

Students are able to leave during the day on request of a legitimate reason from parents/carers and are required to 'sign-out' from the school office. When students are marked absent:

- from morning roll-marking, parents/carers will sent a SMS text message that same morning to inform them of their child's absence and request a reason for the absence
- during the day after being present in the morning (truant), parents will be contacted
- from school, parents/carers are to provide an explanation to the school for the absence and this is recorded and the absence is 'authorised' and when no reason is provided, the absence remains 'unexplained'
- for three or more days with no reason, a letter is sent to parents requesting an explanation of the student absence.

Regular school absence by students is overseen by the Head of Department (Student Support), assisted by Deputy Principals. Where students are absent regularly from school, parents are contacted by a member of the school staff to request an interview to discuss how the student's school attendance might be improved.

The school has a serious commitment to the view that '*Every lesson, every day, counts!*' and seeks to use various mechanisms to maximise the regular school attendance of every student.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7, and 9.

Our school has invested significant effort and resources to ensure students are well prepared for lifelong learning with strong literacy and numeracy skills. As a result, our Isis High's students' scores on the National literacy and numeracy tests are better than schools similar to ours ('like) and comparable to both State and National scores (see below).

NAPLAN Mean Scale Scores by Strand for Year 9 Test 2015

For Isis District State High School (2063) Students

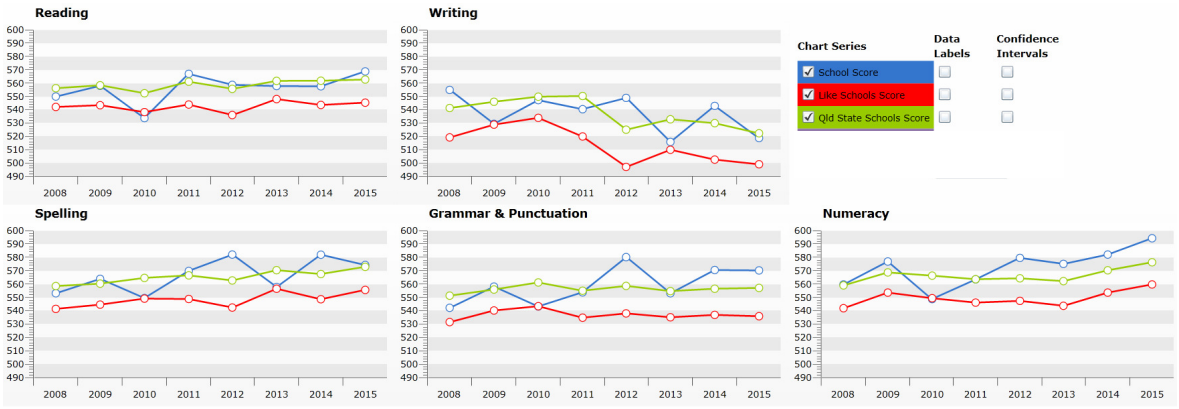
		School			All Students							
					Like Schools				State Schools		National	
Year	n	Lower Limit	School Mean	Upper Limit	Lower Limit	Mean	Upper Limit	Comp. Flag	Mean	Comp. Flag	Mean	Comp. Flag
Reading												
2015	77	556	**569**	582	543	**545**	548	↑	**563**	↔	**580**	↔
Writing												
2015	77	504	**519**	534	495	**499**	503	↑	**522**	↔	**547**	↓
Spelling												
2015	77	559	**574**	590	552	**556**	559	↑	**573**	↔	**583**	↔
Grammar and Punctuation												
2015	77	554	**570**	586	533	**536**	539	↑	**557**	↔	**568**	↔
Numeracy												
2015	76	582	**594**	606	557	**560**	562	↑	**576**	↑	**592**	↔

Student Distribution National Comparison

	Bottom 20%		Middle 60%		Top 20%	
Year	%	n*	%	n*	%	n*
Reading						
2015	23.4	18	59.7	46	16.9	13
Writing						
2015	24.7	19	67.5	52	7.8	6
Spelling						
2015	22.1	17	63.6	49	14.3	11
Grammar and Punctuation						
2015	23.4	18	53.2	41	23.4	18
Numeracy						
2015	13.2	10	72.4	55	14.5	11

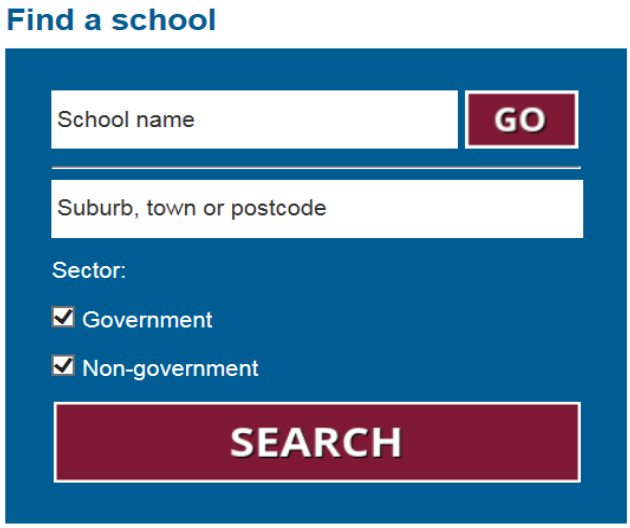
Colour Key Legend
Mean Above National
Mean Similar to National
Mean Below National

The reward for maintaining a strong focus on improving student literacy and numeracy over recent years is seen in the set of graphs below which show Isis High's Year 9 average score (blue lines) for each of the strands compared to similar (like) schools (red lines) and Queensland schools (blue lines).



Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 are also available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**



Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	82%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	64%	100%	80%

Achievement – Closing the Gap

The school's indigenous proportion of the total school enrolment during 2015 was 10%. The attendance rate of indigenous students in 2015 was 87.8% compared to the non-indigenous rate of 88.9%. The average attainment of indigenous students in NAPLAN tests is lower than that of non-indigenous students, however the School has made strong progress on 'closing the gap' in literacy and numeracy measures between indigenous and non-indigenous students. Indigenous students and non-indigenous students have a similar apparent retention rate between Year 10 and 12.

Isis District State High School actively progresses a range of strategies to 'close the gap' between indigenous and non-indigenous students. These include (but are not restricted to):

- Specialist teacher coordination and an indigenous teacher aide to provide an enhanced level of individual support to indigenous students
- Individual Learning Plans developed for indigenous students that are regularly monitored and updated
- participation in indigenous cultural days and programs to assist Indigenous student participation through motivation (eg. NAIDOC week, Sorry Day etc.) and provision of information (eg regional *Murri Pathways* program which provides information in relation to careers and pathways for Indigenous students)
- supporting scholarship applications for indigenous students.

The School recognised and celebrated 2015 NAIDOC Week with a Welcome to Country by a long-standing Isis High parent, carer and local Elder (*pictured right*).

As a result of the work of the school, in 2015 five indigenous students were awarded scholarships from the Queensland Aboriginal and Torres Strait Islander Foundation. These funds are provided to support students and schools to help close the gap in educational and employment outcomes between Indigenous and non-Indigenous Queenslanders.

Each year, Isis High participates in the Bundaberg and District Schools Indigenous Celebration evening for graduating Indigenous students. It is a well-attended evening by local Elders, dignitaries, Principals, guest speakers, students and families.

Our senior indigenous students of 2015 were recognised with a 'Certificate of Congratulations'. An 'Indigenous Student of the Year' trophy was presented to Year 12 Kandance La Rocca for her strong attendance, respectful uniform, positive behaviour and ethos, as well as enthusiastic involvement in school events, commitment and attitude. Samantha Mossman won our 'Highest Attender Award'.

Graduating indigenous Senior students of 2015 (l-r) Samantha Mossman, Brienna Cottam and Kandace La Rocca were also QATSIF Scholarship recipients which supports "closing the gap" on educational outcomes for Indigenous students

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	65	77	67
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	0
Number of students receiving an Overall Position (OP)	29	29	34
Percentage of Indigenous students receiving an Overall Position (OP)	33%	20%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	12	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	49	58	53
Number of students awarded an Australian Qualification Framework Certificate II or above.	40	37	36
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	54	69	64
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83%	80%	75%
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	48%	62%	76%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	92%	96%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	100%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	2	2	10	12	3
2014	3	5	10	11	0
2015	3	5	18	8	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students completing qualifications under Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2013	25	40	1
2014	42	37	1
2015	29	34	2

As at 16 February 2016. The above values exclude VISA students.

Isis District State High School is proud of the vocational learning opportunities afforded to students in the senior phase of learning. In 2015, students were awarded the following nationally recognised vocational training qualifications:

- Certificate I in Hospitality
- Certificate II in Hospitality
- Certificate I in Engineering
- Certificate II in Visual Arts
- Certificate I in Information, Digital Media and Technology
- Certificate II in Information, Digital Media and Technology
- Certificate II in Rural Operations

In addition, other students complete vocational qualifications through partnerships with TAFE, vocational private providers and through completing school-based traineeships or apprenticeships.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, *Next Step – Student Destination Report* (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be added to this report and uploaded to the school's website in September.

Early school leavers information

Isis District State High School works hard to ensure all students exit into a pathway. Most Isis High students continue in secondary schooling through to the completion of Year 12. Some students, in conjunction with their families may make the decision that they would prefer to take advantage of other opportunities as an alternative to schooling.

Students who wish to exit school prior to completing Year 12 and their families are provided with advice through the school administration and counselling through the school Guidance Officer to ensure any decisions made are based on reliable information and are well considered. The Youth Support Worker also works closely with students and has links with community job networks and work preparation programs. At all times, the welfare and future pathways for students are primary considerations. Students who leave school early generally transition into employment, traineeships/apprenticeships or further training (TAFE or private providers).

School Principal, Mr Allan Cook with 2015 School Captains,
Riley Webb, Thomas Welldon, Coby Gibbs and Vanessa McIntyre

Isis District State High School takes pride in its education of young people for the future.

--oo00oo--